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ABSTRACT

A survey of 451 students, representing approximately 40% of the student body at the Crookston campus of the University of Minnesota (UMC), was conducted to determine those marketing strategies that most effectively promote student recruitment. The survey instrument, administered in classes during the busiest hour of the teaching day, asked students to indicate: (1) how they had learned about UMC; (2) what factors had influenced their enrollment; (3) why their friends who chose not to attend UMC selected another college; (4) what UMC representatives, faculty, and students should be doing to attract prospective students; (5) the most appealing features of UMC; (6) the elements of college life that should be emphasized in UMC promotional literature; (7) if they would be willing to represent UMC at their former high school; and (8) if they could identify any target groups of potential students. Major findings indicate that high school counselors, promotional brochures and catalogs, and friends were the most common sources of information about UMC. The vast majority of students (303) enrolled at UMC because it offered a particular academic program. Over half of the students (268) felt that UMC representatives should make more high school visitations and almost half (217) felt UMC should expand the number of courses taught; almost 75% of the students were willing to participate in UMC's recruitment efforts. (JP)

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MARKETING QUESTIONNAIRE REVEALS
MOTIVATION OF STUDENT SAMPLE

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U.S. DEPARTMENT OF HEALTH,
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JC 800 558

Marketing questionnaire reveals motivation of student sample

By Edward M. Stoyanoff
University of Minnesota--Crookston

Faced with the ominous prospect of dwindling enrollments throughout the balance of the twentieth century, many institutions of higher education are launching studies to determine which features of their respective campuses attract and which factors help retain students. From the input gleaned from such inquiries these colleges and universities are devising marketing strategies designed to promote an influx of new and transfer students as well as to limit defections among enrolled underclassmen.

A marketing study of this nature was conducted in the past year on the Crookston campus of the University of Minnesota (UMC). A committee was formed to compile data on the question of the most effective measures that could be adopted to maintain a stable enrollment in the critical decade of the 1980's. Upon convening the committee for the first time, UMC Assistant Provosts Anthony Kuznik and Donald Sargeant charged all participants with the task of assessing the value of current marketing techniques practiced by all UMC admissions counselors and faculty recruiters.

Once this information had been collected and analyzed, the committee was to seek feedback from present UMC underclassmen. The students were to be surveyed in reference to the mode of communication that initially brought the college to their attention, the reason/s that prompted them to choose UMC, and the aspects of the institution that they appreciate most or like least. The committee further hoped that those responding to these questions might add comments reflecting their individual experiences and interactions since coming to UMC. To encourage open-ended observations, the survey form allowed ample space for voluntary remarks.

From this input the committee was asked to arrive at conclusions and offer recommendations. By applying the various outcomes of their research to recognized

marketing and recruitment methods, the committee was to establish a series of workable guidelines for all recruiters to bear in mind as they made overtures to prospective students. No attempt was ever contemplated to impose this set of recommended procedures or marketing guidelines on recruiters.

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The committee first defined the scope of its preliminary study. It was decided that information should first be gathered and evaluated about recruitment procedures and promotional tools currently used. The committee proposed to devise and disseminate a survey among all units that regularly recruit.

A questionnaire comprised of a series of large charts was prepared. Respondents were requested to list among other items, all marketing publications issued by their offices. They were instructed to include all recruitment pieces. The committee wanted to learn who the authors of this literature had targeted as their primary audience and how they rated the material in terms of intended impact. The publications were to be ranked "high," "medium," or "low."

The second and third sections of the survey concentrated on events staged by the various UMC units with the principal motive of attracting new students. The committee again solicited input on the general appraisal of the activity as to its significant, minor or negligible importance in recruitment.

This fact-finding document ended with two queries: (1) "What could your department and/or other departments do to attract more students?" and (2) "Are there target groups of potential students that we are not serving? If so, how could these groups be reached?"

A subcommittee was named at the same time to write a short series of questions to be administered to a random sample of 20 students who were to be interviewed individually. The full committee felt that the input thus culled would prove useful in the subsequent task of designing foils for a more extensive questionnaire to be developed later.

The first student poll tended to substantiate several premises the committee had promulgated earlier. As members had expected, the most frequent reply to the question, "How did you first hear about UMC?" was "from former UMC students." In follow-up questioning, those surveyed indicated that most ex-students with whom they were acquainted, many being relatives, were actually satisfied graduates of the college, indirectly verifying the advertising axiom that word-of-mouth testimonials are truly one of the most influential resources in the decision-making process, especially when choosing a college to attend.

Other common responses were that UMC was first mentioned by high school counselors, or that the students learned of UMC while visiting another coordinate campus of the University or while reading their hometown newspaper or a UMC publication.

The last two questions in the survey were meant to elicit opinions and subjective judgments from respondents. The test group was asked to cite "chief factors that persuaded you to enroll" at UMC. Most often, students stated that they wanted to take a particular course offered almost exclusively on the Crookston campus. Answers less frequently heard included the school's or division's "good reputation," or the students' desire to acquire a college degree in just two years. Several individuals disclosed that they had come to UMC to participate in the intercollegiate athletic program.

A broad range of replies was given to the other subjective question, "What do you see from your first-hand, personal perspective as some attractive features of UMC?" The five most popular facets of the institution were, in order of frequency of reference: (1) the small size of the school; (2) the low student-teacher ratio; (3) the friendliness of fellow students; (4) a faculty which is friendly and eager to be of help; and (5) the personalized attention and instruction students get from teachers and support-service staff.

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After reviewing the results of this rudimentary poll, the committee decided that a formal questionnaire on student motivations and on the "character" of UMC should be constructed using some of the same subjects. The committee was anxious to "pick the students' brains" for advice on how best to entice their buddies, classmates and younger family members into considering UMC for their collegiate education.

The new questionnaire opened by repeating the first pair of questions from the previous poll. The second instrument then branched out into the area of UMC's selling points -- both what turns potential students off about the college and what might turn them back on again.

To establish strong norms for the survey, the committee voted to administer a printed questionnaire to a significant proportion (about 40 percent) of the UMC student body. It was determined shortly thereafter that the document would be given to a minimum of 440 students.

The busiest hour of the teaching day that quarter was at 10 on Monday, Wednesday, and Friday mornings. With splendid cooperation from the teaching faculty, the questionnaires were filled out by all students present on the day it was administered. The committee ultimately collected a total of 451 responses in this sampling.

While almost all of the items in the initial section of the questionnaire required students to check one or more applicable statements, the two concluding questions asked, "What should UMC students and staff be doing to attract more students?" and "Can you identify any target groups of potential students?" (with whom the college should be communicating but is not as yet, to the best of the respondents' knowledge). Quite a few insightful remarks and helpful tips were jotted down in reply.

The first question posed was, "How did you learn about UMC?" The most commonly checked foils ranged from high school guidance personnel to UMC alumni. At the head of the list again, as in the earlier survey, were (1) from a friend or (2) from a high school classmate and (3) by reading about the college in a piece of UMC literature. Another prevalent source was from family, although this choice ranked well behind the three most popular responses.

The predominant item selected in answering the next question (No. 2), "What factors persuaded you to enroll here?" was once again the most frequent answer given during preliminary polling; that is, "UMC teaches the particular academic program I wanted." That reply garnered 303 checkmarks. The only other answer that approached this level of popularity was, "Attending here can enable me to acquire a college degree in only two years," which was marked 190 times.

Five foils received widespread support among the 11 found under question three, "If you had close friends who chose to go elsewhere to major in a program UMC also offers, why do you think they decided to attend another college?" The most popular choice, cited by 214 students which was close to half the field, was "Some people like to go to school closer to home (while others would prefer to be located) . . . farther away than the distance to UMC." The other foils picked 100 or more times were: second, "Costs at UMC seemed too high in comparison" (114); third, "My friends may not have been aware that a similar quality program in their field of interest could be found in the UMC curriculum" (112); fourth, "My acquaintances preferred a campus that was larger in size and less intimate in atmosphere" (110); and fifth, "Course of study offered elsewhere is superior" (100). Only 49 respondents chose "Their parents urged my friends to enroll at the school their folks preferred." Apparently parental prodding and similar pressure tactics are not a powerful motivator in the selection of post-secondary institutions.

The fourth question asked, "What more should UMC be doing to attract other enrollment prospects?" Two replies came through loud and clear. A total of 268 students answered, "Make more high school visits and other types of personal contacts." Another 217 checkmarks were recorded to the left of "Expand the number of courses taught and majors offered." "Mail out or distribute in other ways more recruitment literature" stood third overall with 122 votes. No other options received more than 100 tallies.

Questions 5 and 6 were constructed in tandem. These questions asked, "What are, in your estimation, the most appealing features of UMC (that you have noted since coming here)?" and "What elements of the campus and student life should be emphasized in our college literature?" Afterwards the committee noted a high correlation coefficient between the qualities students selected from each list.

Characteristics, or "features of UMC," that elicited the most favorable response were: first, "Small size of institution" (301); second, "Friendliness of fellow students toward one another" (277); third, "Good instructional staff" (263); fourth, "Faculty anxious to facilitate learning by being attentive to individual student needs" (247); fifth, "Low ratio of students to teachers" (226); sixth, "Specialized programs taught here" (150); seventh, "Attractive landscaping of mall and surrounding area" (140); eighth, "Dormitory living on campus" (107); ninth, "Clean, modern classroom and laboratory facilities" (93); and tenth, "Tutorial services (such as reading center)" (91).

Concerning elements of "college literature," students opted for, first, "Well qualified teaching faculty" (214); second, "Small college" (207); third, "Faculty cares about enrollees and strives to know students as real persons" (198); fourth, "College atmosphere is evident at UMC" (192); fifth, "Counseling, advisement, and job placement services" (182); sixth, "Regularly scheduled entertainment events

(e.g. concerts and lectures series)" (148); seventh, "Variety of grants provided through financial aids office" (135); eighth, "Scenic grounds and well-equipped buildings" (131); ninth, "Students have voice in all aspects of campus government and are able to express views much of the time in faculty-administrative policy-making process" (113); and tenth, "Living space available on campus" (104). Students obviously believe there is a cluster of factors that could be highlighted in the college's literature and that these qualities should be accented about equally.

The committee was encouraged by the outcome of the seventh and last question, "Would you visit with friends and students at your former high school about enrolling at UMC?" More than three out of every four students participating in the survey, a total of 321 out of 451 respondents, expressed their willingness to assist in the college's recruitment thrusts. Only 100 of those polled replied negatively and 30 others did not elect to answer the question.

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Upon committee reflection, many ideas and recommendations emerged as spinoffs from the questionnaire. It was clear that many students were willing to aid the college in getting in touch with prospective students. Quite a few respondents reiterated their willingness to recruit on behalf of UMC; some indicated that they would attend training sessions to prepare themselves.

Although the college seems to be doing everything within its power to reach interested students, the committee endorsed an orderly progression of written, telephone and person-to-person contacts with prospects. This approach should move along a pre-determined continuum that would spell out specific procedures for each step of the way.

Another guideline calls for the development of new public relations and/or promotional pieces, with careful thought to the particular audiences to whom the publications will be addressed. The committee also came to the conclusion that recruitment campaigns would be strengthened if recruits simply were to concentrate on pointing to outstanding attributes of the institution.

EDWARD M. STOYANOFF has been director of University relations for Crookston since the fall of 1974. Among other committee assignments, Stoyanoff has sat on the Student Recruitment (formerly Marketing) unit, for whom he designed the questionnaires described in the preceding article. A graduate of the University of Missouri (bachelor of journalism, '61) and Northwestern University (master of arts in English and education, '63), Stoyanoff has been teaching and performing administrative functions on the two-year collegiate level since 1966. During that period he has been a director of information services and assistant dean of community services and continuing education in addition to his present role in institutional advancement.

Student Recruitment Committee
University of Minnesota Technical College - Crookston

SURVEY OF MOTIVATING FACTORS AMONG STUDENTS

Questionnaire instructions: Please respond to the best of your knowledge to each of the following questions. You should check as many items listed below each question as are applicable to your personal experience or as reflect your point of view regarding effective recruitment methods.

QUESTION #1: HOW DID YOU LEARN ABOUT UMC?

- ☐ From my high school counselor
 - ☐ From other school officials
 - ☐ From an alumnus/alumna of the College
 - ☐ From a friend or classmate
 - ☐ From an educational or commercial publication
 - ☐ By reading a brochure or catalog from UMC
 - ☐ By going to an activity at UMC
 - ☐ From a member of my family (who may or may not have been a former student)
 - ☐ While visiting another college campus
 - ☐ Other source/sources (Please specify on blank line).
-

Question #2: WHAT FACTORS PERSUADED YOU TO ENROLL HERE?

- ☐ UMC teaches the particular academic program I wanted.
 - ☐ This institution is noted for providing a good social life on campus.
 - ☐ My parents pressured me to go to Crookston.
 - ☐ I was influenced by literature I received about UMC.
 - ☐ I attended an activity or special event on the Crookston campus prior to enrolling.
 - ☐ My division has a good reputation back home (in the community where I live).
 - ☐ UMC offers so many student activities outside the classroom.
 - ☐ Attending here can enable me to acquire a college degree in only two years.
 - ☐ Friends and/or family have gone to UMC and talked me into following their example.
 - ☐ I came here to participate in intercollegiate athletics.
 - ☐ Other reason/reasons (Please specify below).
-

QUESTION #3: IF YOU HAD CLOSE FRIENDS WHO CHOSE TO GO ELSEWHERE TO MAJOR IN A PROGRAM UMC ALSO OFFERS, WHY DO YOU THINK THEY DECIDED TO ATTEND ANOTHER COLLEGE?

- ☐ Course of study offered elsewhere is superior.
- ☐ My acquaintances preferred a campus that was larger in size and less intimate in atmosphere.
- ☐ Curriculum at another school was less restricted.
- ☐ Scholarships and other forms of financial aid were more readily available or more generous elsewhere.
- ☐ Costs at UMC seemed too high in comparison.
- ☐ Some people like to go to school closer to home or farther away than the distance to UMC.

QUESTION #3: IF YOU HAD CLOSE FRIENDS WHO CHOSE TO GO ELSEWHERE TO MAJOR IN A
(Cont'd) PROGRAM UMC ALSO OFFERS, WHY DO YOU THINK THEY DECIDED TO ATTEND
ANOTHER COLLEGE?

- _____ Other colleges and universities claim to have a more swinging social life.
 - _____ Friends went where there are supposedly some top-notch faculty members teaching in that department.
 - _____ Their parents urged my friends (their sons and daughters) to enroll at the school of their folks' choice.
 - _____ My friends may not have been aware that a similar quality program in their field of interest was in the UMC curriculum.
 - _____ Other motive/motives (Please specify below).
-

QUESTION #4: WHAT MORE SHOULD REPRESENTATIVES OF UMC BE DOING TO ATTRACT
OTHER PROSPECTIVE STUDENTS?

- _____ Make more high school visits and other types of personal contacts.
 - _____ Mail out or distribute in other ways more recruitment literature.
 - _____ Place advertisements in newspapers and buy time on radio and television stations to promote UMC.
 - _____ Offer Continuing (adult) Education classes throughout the northwestern Minnesota area.
 - _____ Recruit more in North Dakota.
 - _____ Expand the number of courses taught and majors offered here.
 - _____ Concentrate efforts on potential students from the Twin Cities area.
 - _____ Other strategy/strategies (Please specify).
-

QUESTION #5: WHAT ARE, IN YOUR ESTIMATION, THE MOST APPEALING FEATURES OF UMC
NOW THAT YOU HAVE ENROLLED HERE?

- _____ Good Instructional staff
 - _____ Specialized programs taught here
 - _____ Small size of institution
 - _____ Dormitory living on campus
 - _____ Low ratio of students to teachers
 - _____ Friendliness of fellow students toward one another
 - _____ Good food in the dining hall
 - _____ Inexpensiveness of tuition, fees and residential costs
(the latter for those who stay on campus)
 - _____ Good financial aids package
 - _____ Faculty eager to help students learn by paying personal attention to the needs of each individual.
 - _____ Tutorial services (including reading center)
 - _____ Attractive landscaping of mall and surrounding areas
 - _____ Plentiful parking
 - _____ Clean, modern classroom and laboratory facilities
 - _____ Other facets of UMC (please specify below).
-

QUESTION #6: WHAT ELEMENTS OF THE CAMPUS AND UMC STUDENT LIFE SHOULD BE EMPHASIZED IN OUR COLLEGE LITERATURE?

- _____ Scenic grounds and well-equipped buildings
 - _____ College atmosphere prevalent at UMC
 - _____ Faculty expects mature, responsible attitudes to be exhibited by students
 - _____ Small college
 - _____ Variety of grants provided under financial aids program
 - _____ Living space on campus (residence halls and apartments)
 - _____ Well-qualified teaching faculty
 - _____ A series of entertainment events (e.g. concerts and lectures)
 - _____ Many educational field trips and cultural outings
 - _____ Students have voice in all aspects of campus government and faculty-administrative policy-making
 - _____ Faculty cares about enrollees and strives to know students as real persons
 - _____ Counseling, advisement and job placement services
 - _____ Other point/points to stress (Please specify)
-

QUESTION #7: Previous studies have shown that students presently attending UMC make a significant impact on the recruitment of new students.

WOULD YOU VISIT WITH FRIENDS AND STUDENTS AT YOUR FORMER HIGH SCHOOL ABOUT ENROLLING AT THIS INSTITUTION?

_____ Yes

_____ No

QUESTION #8: WHAT SHOULD UMC STUDENTS AND STAFF BE DOING TO ATTRACT MORE STUDENTS?

QUESTION #9: CAN YOU IDENTIFY ANY TARGET GROUPS OF POTENTIAL STUDENTS THAT WE SHOULD BE REACHING, YET ARE NOT?

Student Recruitment Committee
University of Minnesota Technical College - Crookston

SURVEY OF MOTIVATING FACTORS AMONG STUDENTS

Questionnaire instructions: Please respond to the best of your knowledge to each of the following questions. You should check as many items listed below each question as are applicable to your personal experience or as reflect your point of view regarding effective recruitment methods.

QUESTION #1: HOW DID YOU LEARN ABOUT UMC?

143	From my high school counselor
41	From other school officials
87	From an alumnus/alumna of the College
136	From a friend or classmate
22	From an educational or commercial publication
143	By reading a brochure or catalog from UMC
51	By going to an activity at UMC
90	From a member of my family (who may or may not have been a former student)
14	While visiting another college campus
77	Other source/sources (Please specify on blank line).

Question #2: WHAT FACTORS PERSUADED YOU TO ENROLL HERE?

303	UMC teaches the particular academic program I wanted.
48	This institution is noted for providing a good social life on campus.
14	My parents pressured me to go to Crookston.
73	I was influenced by literature I received about UMC.
36	I attended an activity or special event on the Crookston campus prior to enrolling.
39	My division has a good reputation back home (in the community where I live).
25	UMC offers so many student activities outside the classroom.
190	Attending here can enable me to acquire a college degree in only two years.
52	Friends and/or family have gone to UMC and talked me into following their example.
57	I came here to participate in intercollegiate athletics.
76	Other reason/reasons (Please specify below).

QUESTION #3: IF YOU HAD CLOSE FRIENDS WHO CHOSE TO GO ELSEWHERE TO MAJOR IN A PROGRAM UMC ALSO OFFERS, WHY DO YOU THINK THEY DECIDED TO ATTEND ANOTHER COLLEGE?

100	Course of study offered elsewhere is superior.
110	My acquaintances preferred a campus that was larger in size and less intimate in atmosphere.
25	Curriculum at another school was less restricted.
53	Scholarships and other forms of financial aid were more readily available or more generous elsewhere.
114	Costs at UMC seemed too high in comparison.
214	Some people like to go to school closer to home or farther away than the distance to UMC.

QUESTION #3: IF YOU HAD CLOSE FRIENDS WHO CHOSE TO GO ELSEWHERE TO MAJOR IN A PROGRAM UMC ALSO OFFERS, WHY DO YOU THINK THEY DECIDED TO ATTEND ANOTHER COLLEGE?

- 54 Other colleges and universities claim to have a more swinging social life.
 - 31 Friends went where there are supposedly some top-notch faculty members teaching in that department.
 - 49 Their parents urged my friends (their sons and daughters) to enroll at the school of their folks' choice.
 - 112 My friends may not have been aware that a similar quality program in their field of interest was in the UMC curriculum.
 - 46 Other motive/motives (Please specify below).
-

QUESTION #4: WHAT MORE SHOULD REPRESENTATIVES OF UMC BE DOING TO ATTRACT OTHER PROSPECTIVE STUDENTS?

- 268 Make more high school visits and other types of personal contacts.
 - 122 Mail out or distribute in other ways more recruitment literature.
 - 67 Place advertisements in newspapers and buy time on radio and television stations to promote UMC.
 - 75 Offer Continuing (adult) Education classes throughout the northwestern Minnesota area.
 - 71 Recruit more in North Dakota.
 - 217 Expand the number of courses taught and majors offered here.
 - 58 Concentrate efforts on potential students from the Twin Cities area.
 - 32 Other strategy/strategies (Please specify).
-

QUESTION #5: WHAT ARE, IN YOUR ESTIMATION, THE MOST APPEALING FEATURES OF UMC NOW THAT YOU HAVE ENROLLED HERE?

- 263 Good Instructional staff
 - 150 Specialized programs taught here
 - 301 Small size of institution
 - 107 Dormitory living on campus
 - 226 Low ratio of students to teachers
 - 277 Friendliness of fellow students toward one another
 - 15 Good food in the dining hall
 - 23 Inexpensiveness of tuition, fees and residential costs (the latter for those who stay on campus)
 - 84 Good financial aids package
 - 247 Faculty eager to help students learn by paying personal attention to the needs of each individual.
 - 91 Tutorial services (including reading center)
 - 140 Attractive landscaping of mall and surrounding areas
 - 32 Plentiful parking
 - 93 Clean, modern classroom and laboratory facilities
 - 17 Other facets of UMC (please specify below).
-

QUESTION #6: WHAT ELEMENTS OF THE CAMPUS AND UMC STUDENT LIFE SHOULD BE EMPHASIZED IN OUR COLLEGE LITERATURE?

- 131 Scenic grounds and well-equipped buildings
- 192 College atmosphere prevalent at UMC
- 68 Faculty expects mature, responsible attitudes to be exhibited by students
- 207 Small college
- 135 Variety of grants provided under financial aids program
- 104 Living space on campus (residence halls and apartments)
- 214 Well-qualified teaching faculty
- 148 A series of entertainment events (e.g. concerts and lectures)
- 89 Many educational field trips and cultural outings
- 113 Students have voice in all aspects of campus government and faculty-administrative policy-making
- 198 Faculty cares about enrollees and strives to know students as real persons
- 182 Counseling, advisement and job placement services
- 10 Other point/points to stress (Please specify)

QUESTION #7: Previous studies have shown that students presently attending UMC make a significant impact on the recruitment of new students.

WOULD YOU VISIT WITH FRIENDS AND STUDENTS AT YOUR FORMER HIGH SCHOOL ABOUT ENROLLING AT THIS INSTITUTION?

321 Yes 100 No Missing 30

QUESTION #8: WHAT SHOULD UMC STUDENTS AND STAFF BE DOING TO ATTRACT MORE STUDENTS?

QUESTION #9: CAN YOU IDENTIFY ANY TARGET GROUPS OF POTENTIAL STUDENTS THAT WE SHOULD BE REACHING, YET ARE NOT?

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